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AUTHOR Turan, Selahattin
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ABSTRACT

This report examines the relationship between each dimension of organizational climate (supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior) and the organizational commitment of teachers in Turkish public schools. Data were collected from 900 educators in 40 public high schools. Principals and teachers were asked to describe their schools' interaction patterns by responding to statements that described different dimensions of organizational life. Hypotheses included the assertions that there is a relationship between overall organizational climate of the school and teachers' organizational commitment, as well as a relationship between supportive leader behavior and the teachers' organizational commitment. Results indicate the existence of a significant positive relationship between overall organizational climate of the school and the teachers' organizational commitment. A significant positive correlation was also found between supportive leader behavior and the teachers' organizational commitment, whereas a negative relationship between frustrated teacher behavior and the teachers' organizational commitment was discovered. The findings suggest that many of the schools in the study are not pleasant places for the leaders, the teachers, and the students. Principals are likely to distrust the actions and motives of the faculty, and faculty members are apathetic, self-involved, and uncaring about students. (Contains 70 references.) (RJM)

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MEASURING ORGANIZATIONAL CLIMATE AND ORGANIZATIONAL COMMITMENT IN THE TURKISH EDUCATIONAL CONTEXT

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Selahattin TURAN

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MEASURING ORGANIZATIONAL CLIMATE AND ORGANIZATIONAL COMMITMENT IN THE TURKISH EDUCATIONAL CONTEXT[1]

SELAHATTIN TURAN

Abstract

This study examines the relationship between each dimension of organizational climate [supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior] and organizational commitment of teachers in Turkish public schools. Data were collected from 900 teachers in 40 public high schools. Correlation analyses were performed to test the hypotheses. Results of the study indicated the existence of a significant positive relationship between overall organizational climate of the school and the teachers' organizational commitment [$r=.780$, $p<0.01$]. A significant positive correlation between supportive leader behavior and the teachers' organizational commitment was found[$r=.519$, $p<0.01$]. There was also a significant positive relationship between engaged teacher behavior and teachers' organizational commitment[$r=.732$, $p<0.01$]. Findings of the study also indicated a negative relationship between frustrated teacher behavior and the teachers' organizational commitment[$r=.-360$, $p<0.05$]. No significant relationship was found between directive leadership behavior and teachers' organizational commitment[$r=.-267$, $p>0.05$]. Furthermore, this study confirmed that OCDQ-RS and OCQ are stable across cultural settings.

INTRODUCTION

Organizations have become a vital part of individual's daily lives (see Clegg, Hardy, & Nord, 1996). Life in the workplace has become more complex than ever before. Leaders and teachers have been so engrossed in their work that it has become their lives. The lives of teachers and leaders derive meaning from their varied workplace experiences, values, beliefs, and symbols which they bring in and out of their organizations. Bolman & Deal (1995) state that "[o]ur rational trajectory has failed to solve deepening problems in the workplace" (p. 5). They emphasize the importance of "a deep understanding of the spirit, purpose, and

[1] This study is based on my doctoral dissertation.

meaning of the human experience" (p. 8). Bolman & Deal (1995) believe that every organization is a family, whether caring or dysfunctional. In the workplace, "[c]aring begins with knowing about others-it requires listening, understanding, and accepting. It progresses through a deepening sense of appreciation, respect, and ultimately, love" (p. 103). Love means "a willingness to reach out and open one's heart. An open heart is vulnerable. Accepting vulnerability allows us to drop our masks, meet heart to heart, and be present for one another" (p. 103). In the workplace, "all of us need a language of moral discourse that permits discussions of ethical and spiritual issues, connecting them to images of leadership" (p. 3). The good image of leadership in educational settings is essential in understanding the nature of the school as a workplace and the quality of human interactions in schools. In a school workplace where there is a high quality of interactions among organizational members, teachers will commit themselves to work harder and make their work experience more meaningful.

The purpose of this study is to investigate the relationship between organizational climate and organizational commitment of teachers in secondary public schools in the city of Bursa in Turkey. Specifically, the objective of this study is to determine the strength of the relationship between each dimension of organizational climate [supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior], as measured by the Organizational Climate Description Questionnaire for secondary schools (OCDQ-RS), and organizational commitment of teachers, as measured by the Organizational Commitment Questionnaire (OCQ), in Turkish secondary schools.

THE MEANING OF ORGANIZATIONAL CLIMATE

To make work and workplace conditions in educational organizations meaningful and comfortable, individuals must be enabled to integrate their social

and psychological values with the organization. This integration creates an atmosphere and a tone that distinguishes organizations from one another in their "feel" with their own unique personalities. Miskel & Ogava (1988, p. 289) state that "[p]eople often sense that there are differences in the overall atmosphere of schools and that these differences somehow affect how people behave."

The concept of organizational climate is an attempt to understand the psychological, human side of schools. Scholars of organizational behavior use this concept to study and capture the general "feel" of schools. Organizational climate as a personality metaphor has been used to assess the school's degree of openness in interpersonal relationships (Hoy & Tarter, 1997a, 1997b; Hoy, Tarter, & Kottkamp, 1991; Hoy & Hannum, 1997; Hoy & Sabo, 1998). By analyzing the quality of interactions of the workplace, leaders may develop more humane perspectives about the nature of workplace in an effort to create an authentic, caring, and supportive workplace for all organizational members. Hoy & Miskel (1996) emphasize the importance of "shared perceptions" in understanding the organizational behavior of individuals. They state that "[s]ince the atmosphere of a school has a major impact on organizational behavior, and since administrators can have significant, positive influence on the development of the "personality" of the school, it is important to describe and analyze school climates" (p. 141).

Climate research has been a subject of numerous reviews because of its importance in analyzing and understanding organizational behavior and the attitudes of individuals in organizations (Gilmer, 1961; Tagiuri & Litwin, 1968; Litwin & Stringer, 1968; Hellriegel & Slocum, 1974; James & Jones, 1974; Schneider, 1975; Joyce & Slocum, 1979; Payne & Pugh, 1976; Anderson, 1982; Poole, 1985; Schneider, 1990; Tierney, 1990; Maxwell & Thomas, 1991; Hoy, Tarter, & Kottkamp, 1991; Denison, 1996). The definition, theoretical foundations, the nature of the organizational construct, and early empirical

findings of climate studies have been examined and explored in these reviews. Most of the studies of climate in educational settings are conceptually and intellectually based on these early theoretical works.

In the early 1960s, Gilmer (1961) commented that organizations differ not only in physical structure but also in the attitudes and behavior they elicit in people. The differences in the attitudes of individuals are related to psychological structures. "Some people like where they work and sometimes for the same environmental reasons that lead others to express dislike. Individual personalities and job requirements interact to produce a climate that can be significant to both the individual and to the organization" (p. 57). He defines organizational climate as those characteristics that distinguish the organization from other organizations and that influence the behavior of individuals in the organization.

Tagiuri & Litwin (1968) edited a collection of research papers dealing with conceptual and theoretical foundations of organizational climate. In this classic book, the authors defined the concept, explored the nature of organizational climate, and presented a variety of approaches to studying organizational climate. Tagiuri (1968, p. 27) defines organizational climate as "a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization."

Litwin & Stringer (1968), in their classic study of organizational climate and motivation, examined the consequences of organizational climate for individual motivation. They believed that the concept provided a way of describing the effects of organizations and organizational life on the motivation of individuals.

Hellriegel & Slocum (1974) reviewed the measures, research, and contingencies of organizational climate. The authors, after reviewing the literature, presented a definition of climate which represents an adaptation of conceptions

set forth by other scholars. Organizational climate refers to "a set of attributes which can be perceived about a particular organization and/or its subsystems, and that may be induced from the way that organization and/or its subsystems deal with their members and environment" (p. 256). This definition includes the following themes:

> 1. perceptual responses sought are primarily descriptive rather than evaluative;
> 2. the level of inclusiveness of the items, scales, and constructs are macro rather than micro;
> 3. the unit of analysis tends to be attributes of the organization or specific subsystems rather than the individual; and
> 4. the perceptions have potential behavioral consequences. (p. 256)

Schneider (1975) in his classic essay on organizational climate presents evidence about the importance of climate and a framework for guiding future research. His concept of climate "falls in the domain of cognitive theory wherein man [woman] is conceptualized as a thinking creature who organizes his[her] world meaningfully and behaves on the basis of the order he [she] perceives and creates" (p. 476). The following definition of organizational climate was proposed by this author:

> Climate perceptions are psychologically meaningful molar descriptions that people can agree characterize a system's practices and procedures. By its practices and procedures a system may create many climates. People perceive climates because the molar perceptions function as frames of reference for the attainment of some congruity between behavior and system's practices and procedures. However, if the climate is one which rewards and supports the display of individual differences, people in the same system will not behave similarly. Further, because satisfaction is a personal evaluation of a system's practices and procedures, people in the system will tend to agree less on their satisfaction than on their descriptions of the system's climate. (pp. 474-475)

Organizational Climate in Educational Organizations

Halpin & Croft were among the first two researchers who conceptualized, developed, tested, and explained the domain of organizational climate in

educational settings. To measure organizational climate, they developed and tested a climate measure for elementary schools, the Organizational Climate Description Questionnaire (OCDQ). The study included 71 elementary schools in different regions of the U.S. The instrument used include 64 Likert-type items, which are used to measure eight dimensions of the organizational interactions of both teachers and principals. The OCDQ subscales included four characteristics of the group (teacher) and four characteristics of the leader (principal). The characteristics of the group included disengagement (refers to teachers' tendency to be "not with it"); hindrance (refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy-work); esprit (refers to "morale"); and intimacy (refers to the teachers' enjoyment of friendly social relations with one another). The behavior of leader included aloofness (refers to behavior of the principal which is characterized as formal and impersonal): production emphasis (refers to behavior by the principal which is characterized by close supervision of the staff): thrust (refers to behavior by the principal which is characterized by his evident effort in trying to move the organization); and consideration (refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanely."

In the study, principals and teachers were asked to describe the interaction patterns within their schools in a four-point scale from "rarely occurs" to "very frequently occurs." The items were simple descriptive statements which described the different dimensions of organizational life in schools. The open, desirable, or positive school climate was determined to be low on disengagement and hindrance, high on esprit, average on intimacy, low on aloofness and production emphasis, and high on thrust and consideration. The closed or negative climate was determined by opposite ratings and profile.

Halpin and Croft's (1963) study of organizational climate, conceptually and intellectually, is a vital one. However, this original measure of climate is dated and inappropriate for secondary schools (Hoy, Tarter, & Kottkamp, 1991; Hoy & Sabo, 1998). Kottkamp, Mulhern, & Hoy (1987) developed a new school climate measure, the Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-RS) based on the Halpin & Croft's concept of open to closed. The development of an OCDQ-RS for secondary schools involved several steps and phases. These included generating new items, conducting a pilot study to reduce items and refine subtests, conducting a second study to test stability of the factor structure, and testing the reliability and validity of the new instrument.

There is a lack of studies concerning the antecedents, correlates, and consequences of organizational climate of secondary schools. Most studies based on Halpin & Croft's conceptualization and measure of OCDQ focus on elementary schools and contextually ignore secondary schools. In recent years, Hoy & Hannum (1997) examined the relationship between middle school climate and student achievement and found that there was a significant relationship between school health and student achievement in middle schools. Tarter, Hoy, & Bliss (1989) studied the relationship between principal leadership, as measured by the dimension of the OCDQ-RS, and organizational commitment in secondary schools. Furthermore, the studies show that there is a relationship between the levels of climate and faculty trust in colleagues (Hoy, Tarter, Witkoskie, 1992; Tarter, Sabo, & Hoy, 1995), commitment of teachers (Tarter, Hoy, & Bliss, 1989), school effectiveness (Hoy, Tarter, Bliss, 1990; Tarter et al., 1995), quality of student life and student achievement (Sabo, 1995; Hoy & Hannum, 1997). In brief, research findings indicate the importance of organizational climate studies in understanding the quality of organizational life in educational settings.

THE MEANING OF ORGANIZATIONAL COMMITMENT

Organizational commitment has been an important part of organizational studies and the focus of research in recent years because of its demonstrated linkages with the quality of life in organizations (Meyer & Allen, 1997; Mowday, Porter, & Steers, 1982; Becker, 1992; Mathieu & Zajac, 1990; Morrow, 1993; Brooks & Seers, 1991; Reichers, 1985; Glisson & Durick, 1988; Wiener, 1982; Allen & Meyer, 1996; Brown, 1996). Meyer & Allen (1997) note that the definition and clarification of the construct is essential for the study of commitment from both a scientific and practitioners standpoint. From a scientific standpoint, they state that it is difficult to "study the development and consequences of commitment systematically until the construct is defined and measures are developed. Similarly, practitioners will have difficulty taking guidance from the scientific literature, as well as from more popular treatments of the topic, until we clarify what we mean by commitment." (pp. 10-11)

Mowday, Porter, & Steers (1982) provide an extensive review of theoretical and empirical studies done on the concept of organizational commitment. After having reviewed the literature on organizational commitment, they found little consensus on the meaning of the concept. "When one considers the literature on the topic of organizational commitment, it becomes apparent that little consensus exists with respect to the meaning of the term. As the area grew and developed, researchers from various disciplines ascribed their own meanings to the topic, thereby increasing the difficulty involved in understanding the construct" (p. 20).

According to Mowday et. al (1982), in commitment research, two distinctions have been made between attitudinal and behavioral commitment. Mowday et al. (1982, p. 26) describe two approaches as follows:

> Attitudinal commitment focuses on the process by which people come to think about their relationship with the organization. In many ways, it can be thought of as a mind set in which individuals consider the extent to which their own values and goals are congruent with those of the organization. Behavioral commitment, on the other hand, relates to the process by which individuals become locked into a certain organization and how they deal with this problem.

Meyer & Allen (1997, p. 9) notice that "this traditional distinction has had important implications not only for the definition and measurement of commitment but also for the approaches taken in the study of its development and consequences."

In this study, organizational commitment is defined in terms of attitude which views commitment as the degree of an individual's identification and involvement in a particular organization (Mowday, Steers, & Porter, 1979; Mowday, Porter, & Steers, 1982). This is the most extensively used approach to study organizational commitment (Morrow, 1993). Buchanan (1974, p. 553) defines attitudinal organizational commitment as "a partisan, affective attachment to the goals and values of an organization, to one's role in relation to goals and values, and to the organization for its own sake, apart from its purely instrumental worth." This definition appears to be the basis of many attitudinal definitions found in the literature (DeCotiis & Summers, 1987).

The object of attitudinal commitment is the organization (Mowday et al., 1982). Attitudinal commitment involves the measurement of an attitude or mind-set, along with other variables presumed to be the antecedents to, or consequences of commitment (Meyer & Allen, 1997). The objectives of attitudinal research have been to "(a) demonstrate that strong commitment was associated with desirable outcomes (from an organizational perspective), such as lower absenteeism and turnover and higher productivity, and (b) determine what personal characteristics and situational conditions contributed to the development of high commitment"

(Meyer & Allen, 1997, p. 9). The same authors commented on this tradition of research that

> [a]lthough, implicitly, the aim was to establish causal connections, until recently most research in this tradition employed cross-sectional designs in which commitment and its antecedents and/or consequences were measured at the same time. At best, this kind of research allows us to establish whether relevant variables are related to one another (co-occur). Causality cannot be clearly established. (p. 9)

Mowday et al., (1982) defined organizational [attitudinal] commitment as "the relative strength of an individual's identification with and involvement in a particular organization." This definition involves at least three factors: "(1). a strong belief in and acceptance of the organization's goals and values; (2). a willingness to exert considerable effort on behalf of the organization; and (3). a strong desire to maintain membership in the organization" (p. 27) . The organizational Commitment Questionnaire (OCQ) that is based on this definition has become widely used and is the most popular measure of commitment (Mathieu & Zajac, 1990; Hudy, 1995; Brown, 1996).

In the behavioral approach to the study of commitment, the primary object is behavior (Mowday et al., 1982). In this approach, members of an organization are viewed as becoming committed to a particular course of action rather than to an entity (Meyer & Allen, 1997; Brown, 1996).

In addition to Mowday et al's., long-standing distinction between attitudinal and behavioral commitment, Meyer & Allen (1997) developed a three-component model of commitment. They called the three components of commitment: affective, continuance, and normative.

> Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Employees with a strong affective commitment continue employment with the organization because they *want* to do so. Continuance commitment refers to an

> awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they *need* to do so. Finally, normative commitment reflects a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they *ought* to remain with the organization [italics original]. (Meyer & Allen, 1991 as quoted in Meyer & Allen, 1997, p. 11)

They argue that "it was more appropriate to consider affective, continuance, and normative commitment to be components, rather than types, of commitment because of an employee's relationship with an organization might reflect varying degrees of all three" (p. 13).

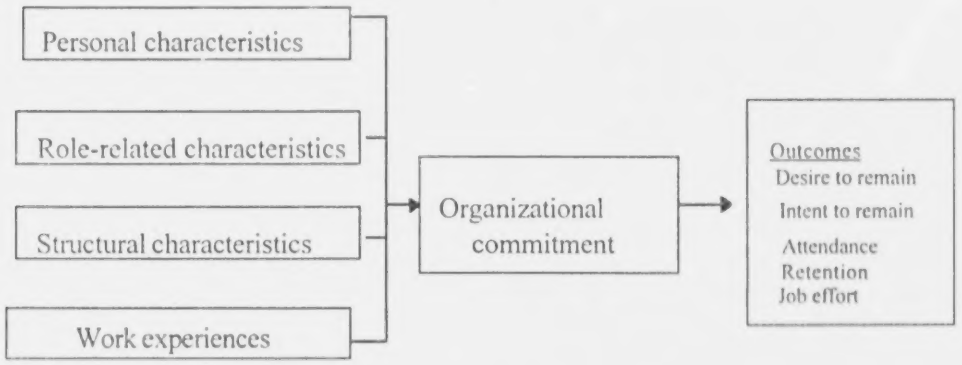
Antecedents and Consequences of Organizational Commitment

Researchers have reviewed the antecedents, correlates, and consequences of organizational commitment (Mowday, Porter, & Steers, 1982; DeCotiis & Summers, 1987; Mathieu & Hamel, 1989; Mathieu & Zajac, 1990; Morrow, 1993; Hudy, 1995; Allen & Meyer, 1997). In their review of empirical studies of the concept of organizational commitment, Mowday et al. (1982) found a rich collection of findings with respect to both the antecedents and consequences of organizational commitment. They noticed that the majority of these studies are correctional in nature. The authors identified four antecedents of organizational commitment: personal, role-related, structural, and work experience. A graphical presentation of antecedents and consequences of organizational commitment is shown in Figure 1.

Research that has studied personal correlates of commitment focuses on the effects of age, tenure, educational level, gender, marital status, work values, perceived competence, ability, salary, and various personality factors on commitment. In general, commitment has been found to be positively related to

both age and tenure. In contrast to age and tenure, education has often been found to be inversely related to commitment (Mowday et al. 1982). Gender also has been found to be related to commitment. Research indicates that women and men differ in their levels of organizational commitment (Marsden, Kalleberg, & Cook, 1993). Women as a group have been found to be more committed than men (Mathieu & Zajac, 1990; Aryee & Hang, 1990; Mowday et al. 1982; Angle & Perry, 1981; Hrebiniak & Alutto, 1972; Grusky, 1966). Furthermore, Mowday et al. (1982) noticed that research indicates commitment has been found to be related to achievement motivation, sense of competence, and other higher-order needs. Personal characteristics of commitment suggest that individual differences must be taken into account in studying organizational commitment and are worthy of further investigation (Mowday et al., 1982; Meyer & Allen, 1997).

Figure 1. Antecedents and Consequences of Organizational Commitment [Adopted from Mowday et al. 1982. p. 30]



Role-related correlates of commitment studies examine the relationship between commitment and its relation to employee roles and job characteristics.

Mowday et al. (1982) state three related aspects of work role that have the potential to influence commitment: job scope or challenge, role conflict, and role ambiguity. Mathieu & Zajac (1990, p. 180) state that

> little theoretical work has been devoted to how role states relate to commitment. The most common assumption has been that role states result from perceptions of the work environment and then influence affective responses. It is not clear whether the relationship between role states and OC [Organizational commitment] is direct or mediated by other variables, such as stress or job satisfaction. It is clear, however, that employees who report greater levels of role strain also tend to report lower amount of OC.

Structural correlates of commitment studies examine the influence of organizational structure on commitment. Researchers have studied the relationship between such variables as organizational size, formalization, functional dependence, organizational decentralization and their relationship with commitment. It has been found, for example, that formalization, functional dependence, and decentralization were related to commitment but size and span of control were found unrelated to organizational commitment (Morris & Steers, 1980; Mowday et al. 1982). Other studies have focused on perceptions of the fairness of policy and its influence on affective commitment in the workplace (Meyer & Allen, 1997). These studies have found that there were significant correlations between perceptions of the fairness of policy and affective commitment.

Work experience correlates of commitment represent the fourth category of major antecedents of organizational commitment. According to Mowday et al. (1982), work experiences are viewed as a major socializing force and as such represent an important influence on the extent to which psychological attachments are formed with the organization. Meyer & Ellen (1997) state that work experience variables are the strongest and most consistent correlates with affective

commitment. In work experience studies, researchers examined the relationship between such variables as organizational dependability, feelings of personal importance to the organization, employee expectations, perceived pay equity, group norms regarding hard work, leadership style, and social involvement in organization and organizational commitment (Mowday et al., 1982; Meyer & Allen, 1997).

In the organizational commitment research, in addition to antecedents of commitment, studies also focus on the consequences of commitment. Job performance, tenure, absenteeism, tardiness, turnover and their relationship with commitment are examined. In their consequences studies review, Mowday et al., (1982, p. 35) found that "the least encouraging finding that emerged from studies of commitment is a rather weak relationship between commitment and job performance." In their meta-analysis, Mathieu & Zajac (1990) conclude that their study supports this conclusion. In respect to tenure and relationship, positive correlation was found between increased tenure and increased commitment. The relationship between commitment and absenteeism was found but not entirely consistent (Mowday et al., 1982; Angle & Perry, 1981; Reichers, 1985). Mathieu & Zajac (1990, p. 184) noticed that "one might expect a slight negative correlation between commitment and lateness, because lateness is a relatively spontaneous act and is also influenced by a wide array of factors beyond the control of an individual worker." Finally, as consequence, commitment was found to be significantly and inversely related to subsequent turnover (Mowday et al., 1982).

In addition to these correlates of commitment, the literature has included some other factors that are related to organizational commitment (Dornstein & Matalon, 1989). These new correlates include employment by alternatives outside the organization (Curry, Wakefield, Price, & Mueller, 1986) and the individual's reference groups and role-sets outside the organization (Reichers, 1985).

Organizational Commitment in Educational Organizations

Research on organizational commitment in educational organizations is limited and unsystematic (Reyes, 1990; Tarter, Hoy, & Kottkamp, 1990; Tarter, Hoy, & Bliss, 1989). Hrebiniak & Alutto (1972) studied the relationship between personal and role-related factors and commitment to the organization. Their study included 318 elementary and secondary school teachers in New York State. The study concluded that there were significant relationships between organizational commitment and teachers' age, years of total experience, marital status, and gender. Reyes (1989) examined the relationship between gender and size of school district and found that men are less committed than women. The study also concluded that the level of teachers' commitment was higher in smaller districts than larger ones. Tarter, Hoy, and Bliss (1989) studied the relationship between leadership variables and organizational commitment and found that there was a significant correlation between the set of leadership variables, as measured by OCDQ-RS, and organizational commitment of teachers in secondary schools.

HYPOTHESES

The aim of organizational climate studies, in general, is "to describe the actual behavior of organizational members with the purpose of managing and changing it" (Hoy & Tarter, 1997b, p. 6). Based upon a review of the literature, it appears that an open, healthy, school climate may be related to the organizational commitment of teachers. The organizational commitment is the relative strength of a teacher's identification with and involvement in a particular school (Mowday, Porter, & Steers, 1982).

H-1: There is a relationship between overall organizational climate of the school and the teachers' organizational commitment.

H-2: There is a relationship between supportive leader behavior and the teachers' organizational commitment.

H-3: There is a relationship between engaged teacher behavior and the teachers' organizational commitment.

H-4: There is a relationship between directive leader behavior and the teachers' organizational commitment.

H-5: There is a relationship between frustrated teacher behavior and the teachers' organizational commitment.

METHODOLOGY

Instruments

Organizational climate of schools was measured by the Organizational Climate Description Questionnaire for secondary schools (OCDQ-RS)[2]. The Organizational Climate Description Questionnaire-Rutgers Secondary was developed for secondary schools "using factor-analytic techniques, several pilot studies, field testing, validity and reliability studies, and eventually a series of theoretically driven studies to link climate with other important outcome variables" (Hoy & Tarter, 1997b, p. 10) and is a product of more than a decade of research (see Hoy, Tarter, & Kottkamp, 1991; Kottkamp, Mulhern, & Hoy, 1987; Hoy & Tarter, 1997a, 1997b; Hoy & Sabo, 1998). The OCDQ-RS is a 34-item instrument with five dimensions describing the behavior of secondary school teachers and principals. The OCDQ-RS measures two aspects of principal leadership: supportive and directive and three dimensions of teacher behavior: engaged, frustrated, and intimate behavior. The five basic dimensions of the Organizational Climate Description Questionnaire (OCDQ-RS) are shown in Table 1. The items in the OCDQ-RS are simple descriptive statements.

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[2] Used with permission from the author.

Respondents are asked to indicate to what extent each statement characterizes their school along a four-point Likert Scale with the categories of "rarely occurs," "sometimes occurs," "often occurs," and "very frequently occurs."

Table 1 Dimensions of the Organizational Climate Description Questionnaire (OCDQ-RS)

PRINCIPAL'S BEHAVIOR

Supportive Principal Behavior is characterized by efforts to motivate teachers by using constructive criticism and setting an example through hard work. At the same time, the principal is helpful and genuinely concerned with the personal and professional welfare of teachers. Supportive behavior is directed toward both the social needs and task achievement of the faculty.

Directive Principal Behavior is rigid and domineering supervision. The principal maintains close and constant control over all teachers and school activities down to the smallest details.

TEACHERS' BEHAVIOR

Engaged teacher behavior is reflected by high faculty morale. Teachers are proud of their school, enjoy working with each other, and are supportive of their colleagues. Teachers are not only concerned about each other, they are committed to the success of their students. They are friendly with students, trust students, and are optimistic about the ability of students to succeed.

Frustrated Teacher Behavior refers to a general pattern of interference from both administration and colleagues that distracts from the basic task of teaching. Routine duties, administrative paperwork, and assigned nonteaching duties are excessive; moreover, teachers irritate, annoy, and interrupt each other.

Intimate Teacher Behavior reflects a strong and cohesive network of social relations among the faculty. Teachers know each other well, are close personal friends, and regularly socialize together.

Source: Hoy, Tarter, & Kottkamp (1991, p. 172); and Hoy & Tarter (1997b, p. 47).

This study uses the normative data from a New Jersey sample of secondary schools to interpret the results (see Hoy , Tarter, & Kottkamp, 1991, pp. 55-56). The authors reported that each scale has a high alpha reliability

coefficient. These are as follows: supportive principal behavior (.91) with 7 items, directive principal behavior (.87) with 7 items, engaged teacher behavior (.85) with 10 items, frustrated teacher behavior (.85) with 6 items, and intimate teacher behavior (.71) with 4 items. Openness of the climate refers to "a school climate where both the teachers' and principal's behaviors are authentic, energetic, goal directed, and supportive" (Hoy & Tarter 1997b, p. 47). An open climate is one in which principal behavior is highly supportive and less directive and teacher behavior is highly engaged and less frustrated. In contrast, a closed climate refers to the opposite. The dimension of intimacy is not part of the openness construct. The dimension refers to building "a strong and cohesive network of social relationships among the faculty." The social interactions are the essence of this dimension and task accomplishment is not germane to this aspect of OCDQ-RS (Hoy, Tarter, & Kottkamp, 1991; Hoy & Tarter, 1997a, 1997b; Hoy & Sabo, 1998).

Organizational commitment was measured by the Organizational Commitment Questionnaire (OCQ). The instrument is a Likert type scale that measures the degree of involvement of teachers and their identification with their particular schools. The OCQ was developed by Mowday et al. (1979). They administrated OCQ to 2563 employees working in a wide variety of jobs in nine different public and private organizations and reported information about the following psychometric properties of the instrument: (a) means and standard deviations; (b) internal consistency reliability; (c) test-retest reliability; (d) convergent validity; (e) discriminant validity, and (f) norms. The alpha coefficients for the scales ranged from .82 to .93. All items are simple descriptive statements which represent possible feelings that teachers might have about the school for which they work. Respondents are asked to indicate the degree of their agreement or disagreement with each statement by checking one of the five alternatives below

each statement. Responses to each item are measured on a five point scale with scale point anchors labeled (1) strongly disagree; (2) disagree; (3) neither disagree nor agree; (4) agree; (5) strongly agree. In a five-point Likert-type response scale, (1) strongly disagree indicates low commitment and (5) strongly agree indicates high commitment.

The instruments were translated and evaluated by experienced teachers who are bilingual in Turkish and English. The translators and evaluators were asked to evaluate the OCDQ-RS and OCQ in terms of their appropriateness with respect to Turkish education, values, and culture. After this initial step, the instruments were translated into Turkish and then back-translated into English by bilingual teachers to verify the accuracy of the translations (see Appendix A & B for the Turkish version of OCDQ-RS and OCQ).

Data Collection and Analysis

The hypotheses in this study were tested using 900 teachers in 40 secondary public schools in the city of Bursa in Turkey. It included all public high schools. Bursa is the seventh largest metropolitan city of Turkey. The principals and teachers are all appointed by the Turkish Ministry of Education. All teachers are tenured according to Turkish education law with almost equal salaries and social-medical benefits. Data were collected by trained assistants. In the data collection process, Hoy & Tarter (1997b, p. 48) provided the following guidelines for administering the OCDQ-RS which were followed.

> [t]he OCDQ is best administrated as part of a faculty meeting. It is important to guarantee the anonymity of the teacher respondent; teachers are not asked to sign the questionnaire and no identifying code is placed on the form....It is probably advisable to have someone other than an administrator collect the data. It is important to create a nonthreatening atmosphere in which teachers give candid responses.

Prototypic profiles for the climate of the schools have been constructed using the normative data from the New Jersey sample of secondary schools (see Hoy & Tarter, 1997b, pp. 51-53). The conversion table from the normative data will be used to help in the discussion of school climate profiles in the present study (see Table 2 & 3).

Table 2 Prototypic Profiles of Open and Closed Secondary School Climate (Adapted from Hoy & Tarter, 1997b, p. 53).

Climate Dimension	Open Climate	Closed Climate
Supportive	629(VH)	398(VL)
Directive	414(L)	642(VH)
Engaged	627(VH)	383(VL)
Frustrated	346(VL)	641(VH)
Intimate	465(L)	463(L)
School openness	624(VH)	375(VL)

VH=very high; H=high; L=low; VL=very low.

Table 3 School Climate Profiles' Conversion Table

(Adapted from Hoy & Tarter, 1997b, p. 53)

Above 600	[Very High]
551-600	[High]
525-550	[Above Average]
511-524	[Slightly above average]
490-510	[Average]
476-489	[Slightly below average]
450-475	[Below average]
400-449	[Low]
Below 400	[Very low]

Organizational climate and organizational commitment variables were described in terms of means and standard deviations (histogram). Then, the five

hypotheses were tested using the Pearson Product Moment correlation. In order to test the first hypothesis of this study, the correlation coefficient between the general index of organizational climate and organizational commitment was computed. The second through fifth hypotheses were tested using correlation techniques. The unit of analysis in the study was the school (data aggregated at the school level) because the variables reflects organizational properties. Sirotnik (1980) and Hoy, Tarter, & Kottkamp (1991) suggest that the unit of analysis for climate studies should be the school because school climate reflects organizational properties.

RESULTS

Schools and Teachers in the Study

In this study, data were collected from 40 public high schools in the city of Bursa in Turkey representing total responses from 900 teachers. All public high schools in the metropolitan area of the city participated. In each school, approximately 20 teachers participated in the study. The schools and the numbers of teachers participating in the study are shown Table 4.

Teachers were randomly selected from each school and the OCDQ-RS and OCQ were administrated as a part of a faculty meeting. At each school, half of the teachers answered the OCDQ-RS and the other half responded the OCQ. The split response provided methodological independence to the variables tested in this study. Previous studies suggested and used separate random sets of subjects to maintain methodological independence between variables in organizational climate studies (Hoy, Tarter, & Bliss, 1990; Hoy, Tarter, & Witkoskie, 1992; Hoy & Sabo, 1998). Hoy & Sabo (1998, p. 81) state that using separate sets of teachers ensure methodological separation of the variables and it is an efficient method for collecting a large amount of data without burdening teachers.

Table 4 The Schools and the Numbers of Teachers Participating in the Study

School	Number of Teachers	School	Number of Teachers
#1	16	#19	28
#2	22	#20	22
#3	30	#21	17
#4	28	#22	16
#5	18	#23	30
#6	26	#24	30
#7	18	#25	20
#8	30	#26	18
#9	30	#27	20
#10	24	#28	18
#11	24	#29	19
#12	16	#30	20
#13	26	#31	26
#14	14	#32	22
#15	14	#33	26
#16	26	#34	20
#17	30	#35	20
#18	24	#36	20
		Total 36	808

The return rate was 100% from 36 schools because the data were collected at the faculty meetings. Responses from 2 schools were not usable and 2 schools did not want to participate after examining the questionnaires. Therefore four schools' responses were discarded and the data collected from 36 schools and 808 teachers were aggregated, standardized, and analyzed.

Instrumentation and Reliability in the Study

The OCDQ-RS and OCQ which were developed and tested in the United States have high reliability scores. The alpha coefficients for OCDQ-RS ranged from .91 to .71 and for OCQ .82 to .93. This study confirmed that subscales of OCDQ-RS and OCQ are

stable across the cultural settings. The alpha coefficients in the present study for each subscale of OCDQ-RS and OCQ are reported in Table 5.

Table 5 The Alpha Coefficients for the Subtests of the OCDQ-RS and OCQ in the Present Study

Subtests of the OCDQ-RS	Reliability (alpha)
Supportive principal behavior	.9107
Directive Principal behavior	.6460
Engaged teacher behavior	.8003
Frustrated teacher behavior	.5935
Intimate teacher behavior	.7142
Organizational Commitment	.8886

Open Schools/Committed Schools

In order to calculate the openness index for school climate, the school subtest scores are standardized with a mean of 500 and a standard deviation of 100. These scores are called standardized scores (SdS). The school scores are standardized against the normative data provided in the New Jersey sample for each dimension of the OCDQ. The New Jersey's normative data provide prototypic profiles of open and closed secondary school climate which were used to examine the openness of organizational climate and present the climate-openness profiles of leader behavior [supportive and directive] and teacher behavior [engaged, frustrated, and intimate] for schools in the study.

Organizational climate and organizational commitment variables' descriptions in terms of means, standard deviations and histograms are presented in figures 2, 3, 4, 5, 6, and 7.

Hypothesis 1. The existence of a statistically significant relationship between overall organizational climates of schools and teachers' organizational commitment was found. The correlation coefficient of .780 which is significant at

the 0.01 level. Table 6 presents the profiles of the climate-openness and organizational commitment level for each high school. A graphical presentation of organizational climate and organizational commitment variables are shown in Figure 2 and 3.

Hypothesis 2. A statistically significant relationship between supportive leader behavior and the teachers' organizational commitment was found. The correlation coefficient between supportive leadership behavior and teachers' organizational commitment is .519 which is significant at the 0.01 level. A graphical presentation of supportive leader behavior variable is shown in Figure 4.

Hypothesis 3. A statistically significant relationship between engaged teacher behavior and the teachers' organizational commitment was found. The correlation coefficient between engaged teacher behavior and the teachers' organizational commitment is .732 which is significant at the 0.01 level. A graphical presentation of engaged teacher behavior variable is shown in Figure 5.

Hypothesis 4. A statistically significant relationship between directive leader behavior and the teachers' organizational commitment was not found. The correlation between directive leader behavior and the teachers' organizational commitment was -.267 which is not significant at the 0.05 level. A graphical presentation of directive leader behavior variable is shown in Figure 6.

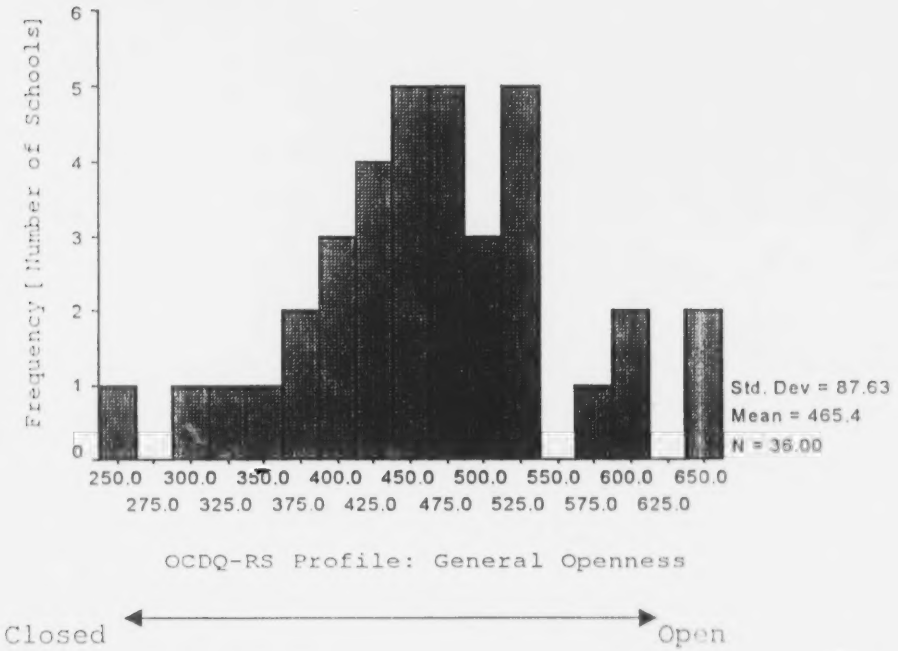
Hypothesis 5. A statistically significant relationship between frustrated leader behavior and the teachers' organizational commitment was found. Correlation between frustrated teacher behavior and the teachers' organizational commitment is .-360 which is significant at the 0.05 level. A graphical presentation of frustrated teacher behavior variable is shown in Figure 7.

Table 6 Profiles of the Climate-Openness and Organizational Commitment Levels for Schools in the Study.

	School Openness [Open/Closed]	Commitment
#1	404 [Low]	2.76
#2	450 [Below average]	2.98
#3	488 [Slightly below average]	3.42
#4	498 [Average]	3.65
#5	437 [Low]	3.60
#6	303 [Very Low]	2.94
#7	437 [Low]	3.41
#8	490 [Average]	3.04
#9	424 [Low]	3.77
#10	524 [Slightly above average]	3.77
#11	536 [Above average]	3.92
#12	485 [Slightly below average]	3.89
#13	456 [Below average]	3.60
#14	399 [Very low]	2.83
#15	499 [Average]	3.65
#16	530 [Above average]	4.74
#17	525 [Above average]	4.00
#18	458 [Below average]	3.64
#19	477 [Slightly below average]	4.29
#20	246 [Very low]	2.02
#21	569 [High]	4.14
#22	328 [Very Low]	3.79
#23	640 [Very high]	4.50
#24	476 [Slightly below average]	3.86
#25	457 [Below average]	3.20
#26	423 [Low]	2.65
#27	374 [Very low]	3.44
#28	597 [High]	4.27
#29	484 [Slightly below average]	3.53
#30	475 [Below average]	3.80
#31	641 [Very high]	4.28
#32	408 [Low]	3.62
#33	536 [Above average]	3.85
#34	595 [High]	4.36
#35	359 [Very low]	2.73
#36	377 [Very low]	3.32

[r=780, $p<0.01$]

Figure 2 Graphical Presentation of Organizational Climate Variable [General Openness]



Profiles: 350[Very Low]
400[Low]
500[Average]
550[Above Average]

Figure 3 Graphical Presentation of Organizational Commitment Variable [Level of Organizational Commitment]

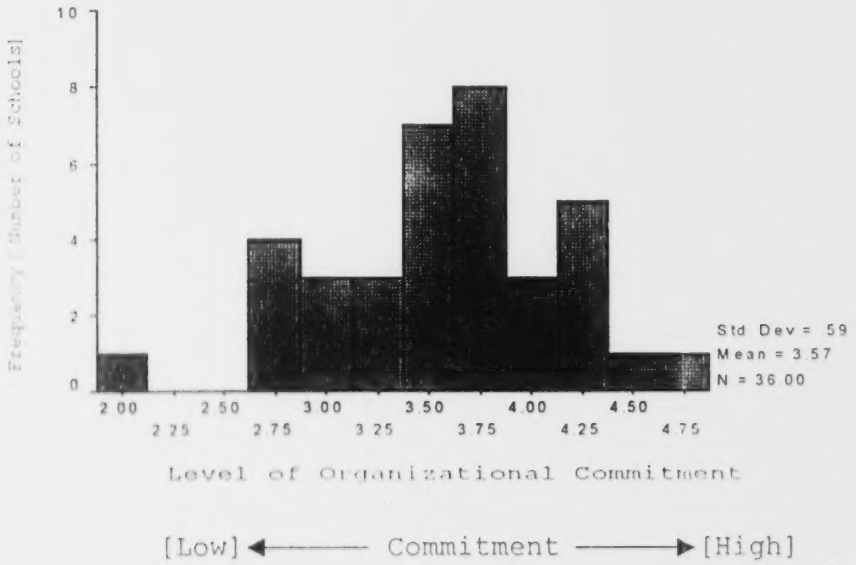


Figure 4 Graphical Presentation of Supportive Leader Behavior Variable [Openness in Leader Behavior]

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Figure 5 Graphical Presentation of Engaged Teacher Behavior Variable [Openness in Teacher Behavior]

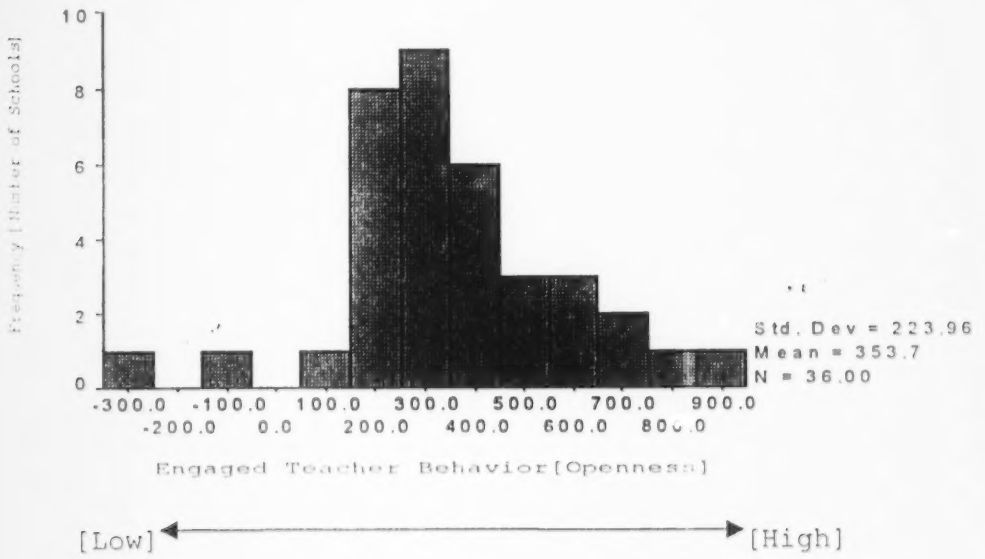

Figure 6 Graphical Presentation of Directive Leader Behavior Variable [Openness in Leader Behavior]

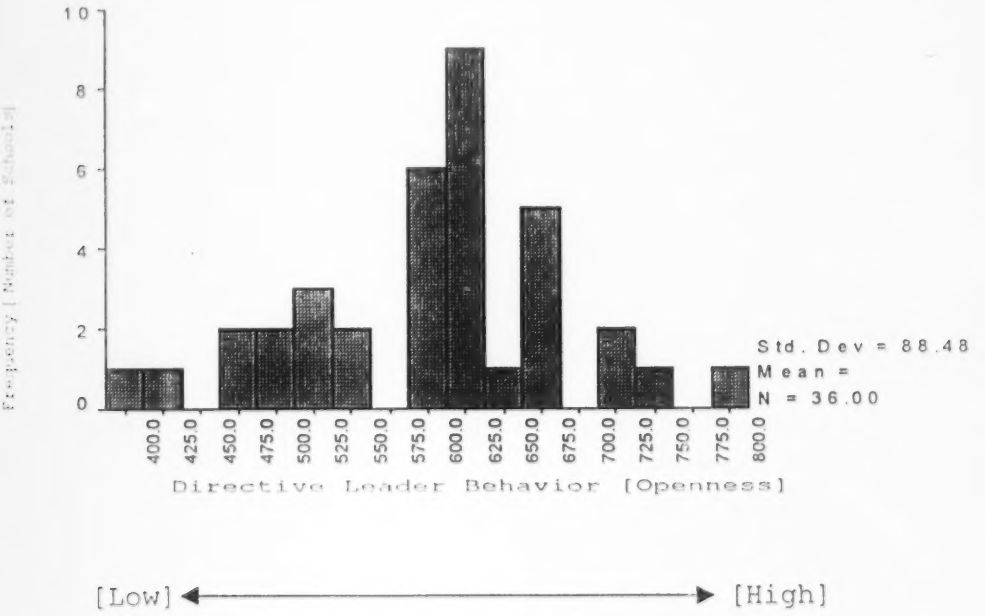

Figure 7 Graphical Presentation of Frustrated Teacher Behavior Variable [Openness in Teacher Behavior]

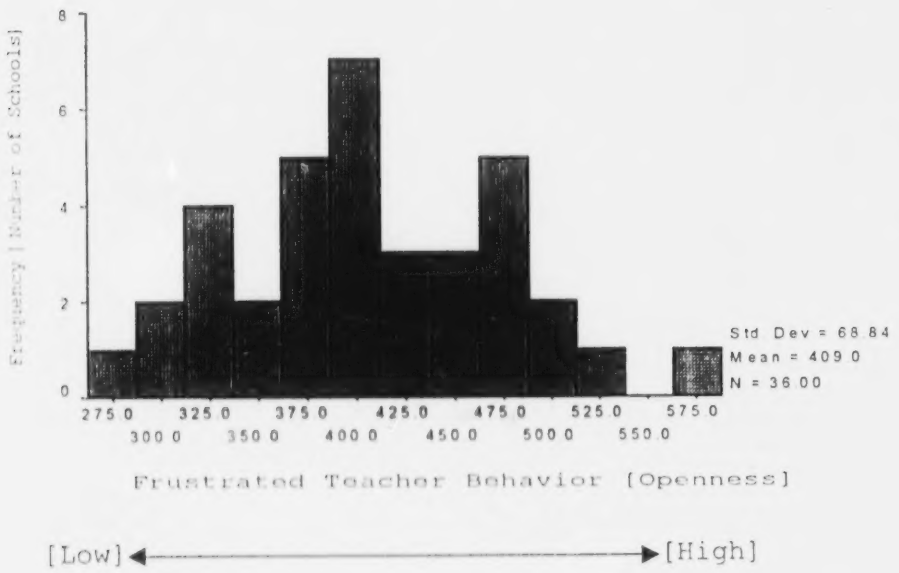

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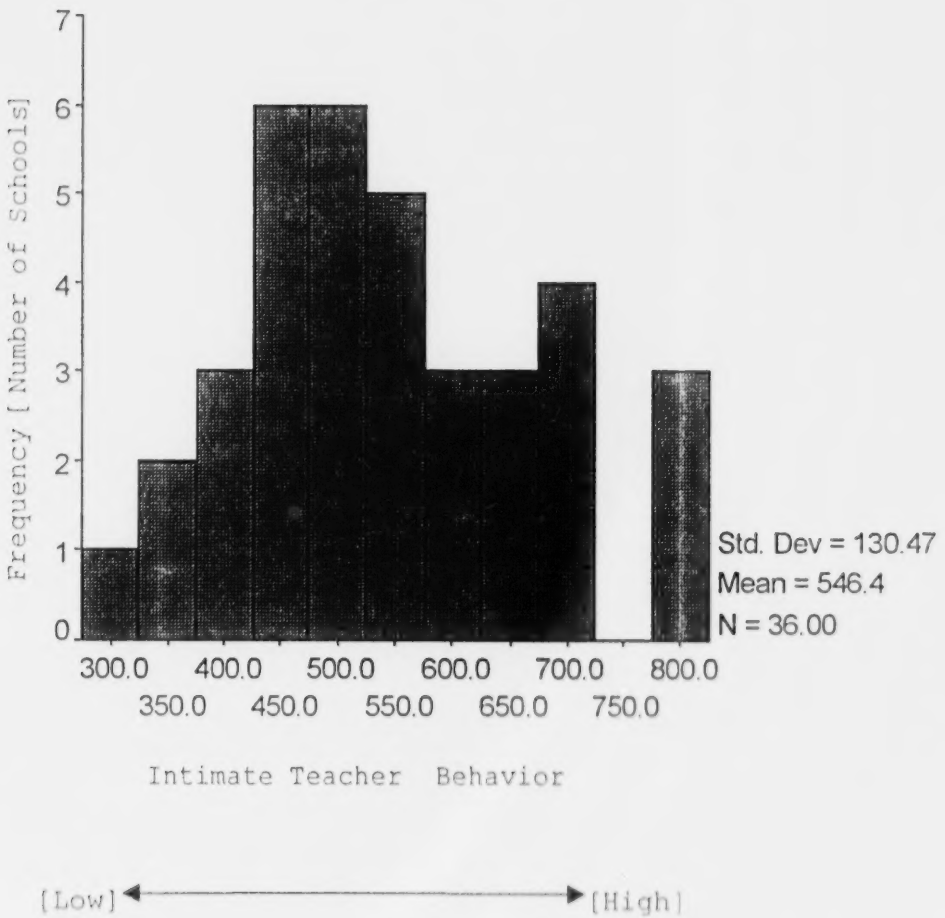
Figure 8 Graphical Presentation of Intimate Teacher Behavior Variable [Degree of Social relations]



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CONCLUSION AND DISCUSSION

> *The extent to which the school atmosphere promotes openness, colleagueship, professionalism, trust, loyalty, commitment, pride, academic excellence, and cooperation is critical in developing a healthy work environment for teachers and administrators. Thus we view the climate of a school as a potential means for making schools more productive as well as an important end in itself. (Hoy, Tarter, & Kottkamp, 1991, p. 2)*

For *Hypothesis One* there is a statistically significant relationship between overall organizational climate of schools and teachers' organizational commitment. The findings of the study indicated that most of the schools participating had a closed organizational climate. Twenty six schools had a closed climate and ten schools had an open organizational climate. From the data, it is hard to comment why these schools have closed climates. Hoy & Tarter (1997b, p. 54) stated that "the climate profile is the beginning of a process of diagnosing and eventual change, not an end in itself." The organizational climate of schools, however, indicates that the quality of life in some of the schools may not be good. The schools that have a closed climate are predicted to lack an authentic, caring organizational climate. It can be stated that the schools where the climate is closed are likely to be characterized by manipulation, game playing, and politicking. Hoy & Sabo (1998, p. 45) state that "[s]chools with a closed climate are not pleasant places for the principal, the faculty, or the students. The principal distrusts the actions and motives of the faculty, does not support teachers, is rigid and authoritarian, and is perceived as burying the faculty in needless paperwork. Principal behavior is controlling. The faculty in a closed climate is apathetic, self-involved, uncaring about students as well as one another, and unwilling to accept responsibility." Based on the findings of this study, it appears that the schools in the present study are not pleasant places for the leaders, the teachers, and the students to lead, teach and learn respectively. The teachers' and leaders' behavior are not authentic, energetic, goal directed, and supportive. The principals are likely to distrust the actions and motives of the faculty. Principal behaviors

tend to be rigid and authoritarian. Faculty members are apathetic, self-involved, uncaring about students and one another and are unwilling to accept responsibility.

For *Hypothesis Two* that there is a statistically significant relationship between supportive leadership behavior and the teachers' organizational commitment. Based on the results of the study, supportive leader behavior was found to be related to organizational commitment and associated with open climate. The findings of the study and the climate-openness profiles of supportive leaders behavior indicate that most of the schools had supportive leader behavior scores which are slightly above average. It appears that the principals are trying to create better places for learning and teaching but at the same time their behaviors tend to be rigid and authoritarian.

For *Hypothesis Three* engaged teacher behavior is correlated with the teachers' organizational commitment. Engaged teacher behavior refers to high faculty morale. "Teachers are proud of their school, enjoy working with each other, and supportive of their colleagues. Teachers are not only concerned about each other, they are committed to success of their students. They are friendly with students, trust students, and are optimistic about the ability of students to succeed" (Hoy & Tarter, 1997b, p. 47). Twenty eight schools had low engaged teacher behavior and eight schools had engaged teacher behavior. It appears from this study that the teachers' morale is very low. They are probably not proud of their schools. They may not enjoy working with each other. The schools are not pleasant places to work. In brief, the teachers likely do not work together as well as they loved to create a positive organizational climate for teaching and learning and they are not committed to their students.

For *Hypothesis Four* there is no significant relationship between directive leader behavior and the teachers' organizational commitment. Although the study did not indicate the existence of a significant relationship between directive leader behavior and organizational commitment of teachers, the data and the climate-openness profiles of directive leader behavior indicated that thirty three schools had very high directive

leadership behavior. High directive leader behavior refers to "rigid and domineering supervision." The school leader "maintains close and constant control over teachers and school activities down to the smallest details." (Hoy & Tarter, 1997b, p. 47).
Based on the findings of the study, it appears the school leaders maintain close control over teachers and school activities. Schools with a directive leadership behavior are characterized by rigid and domineering inspection. Control is the central concept that characterizes the function and role of educational leaders in Turkish educational context. However, this study does not provide answers to the source of this type behavior. It seems likely that the bureaucratic, centralized, and politicized structure of Turkish educational system as a part of social, political, and economical arrangements might contribute to this controlling and authoritarian-oriented leader behavior.

For *Hypothesis Five* there is a significant relationship between frustrated teachers' behavior and the teachers' organizational commitment. Frustrated teacher behavior refers to the excessiveness of routine duties, administrative paperwork, and assigned nonteaching duties. It also refers to the level of disrespect in the workplace. The annoying and irritating behavior of teachers typify the relationships. Thirty three schools had frustrated teacher behavior' scores which are below average and three schools had frustrated teacher behavior's scores which are above average. Based on the findings of this study, it appears that the teachers are very much dissatisfied with the general pattern of interference from school administration and colleagues. This pattern of interference distracts teachers from the task of teaching. Routine committee assignments, faculty meetings, and paperwork tend to be excessive and boring. Moreover, irritations, annoyances, and interruptions distract teachers from their fundamental task of teaching.

Recommendations for Practice

The following recommendations for practice are made on the basis of the results of this study:

1. Open schools are healthy and committed schools. Leaders can assess their school atmosphere and develop plans with their staff to improve and change it. Principals appear to have an essential role in maintaining the open organizational climate and commitment of teachers to the school.

2. It appears that supportive leadership behavior and engaged teacher behavior are associated with the perceived organizational commitment of a school. Leaders in schools should attempt to find ways to improve faculty morale and concern with the personal and professional welfare of teachers.

Recommendations for Further Research

The findings of this empirical study suggest the following areas for further study and relate personally to Turkey but might be applicable to other settings:

1. This study of organizational climate and organizational commitment confirmed that the subscales of the OCDQ-RS [supportive principal behavior, directive principal behavior, engaged teacher behavior, and intimate teacher behavior] and organizational commitment questionnaire are stable and reliable across cultural settings. Items #12 "The principal rules with an iron fist," and #19 "The principal is autocratic" were not answered by some teachers who participated in this study. There might have been misunderstandings of "autocratic" and "iron fist" concepts. Further study requires caution in translation and the cultural context of wording.

2. Supportive behavior is related to perceived teacher's organizational commitment. Further study should examine the nature of supportive leadership behavior in detail and compare it with different leadership styles in the Turkish cultural and bureaucratic/centralized educational context.

3. A study could examine in detail the nature of directive leadership behavior in the context and administrative/bureaucratic structure of the Turkish educational system. The relationship between directive leadership behavior and bureaucratic structure of

education would provide more information regarding the nature of directive leader behavior and its possible relationship with other organizational variables.

4. A study should compare the organizational commitment and organizational climate of public schools with private high schools in Turkey. The number of private schools is increasing. Those who are coming from wealthy families are leaving public schools to attend private schools where technological and educational opportunities are viewed as much better than in public schools. The gap between rich and poor is increasing. For public educational leaders, this make the job more difficult but morally an important one. Public schools leaders should try hard to create a positive, open, healthy school climate for teaching and learning for those who attend our public institutions. Studies of climate and commitment in private schools might reveal whether these factors are part of the reason private schools are seen as better.

5. A study should be done to analyze the relationship of organizational climate and organizational commitment to student achievement and teacher performance in Turkish secondary schools.

6. A study needs to focus on leader perceptions of the organization, leader role in relation to organizational climate and organizational commitment. In general, all organizational climate and commitment studies have measured the perceptions of teachers on their school climate. Leaders' points of views are also essential in understanding the quality of organizational life and organizational commitment of teachers.

7. Qualitative studies (case etc.) could examine in depth general factors related to climate and commitment. The cultural, political, and economical context of education in Turkey needs to be studied and linked to education. Turkey has very centralized and politicized educational system. This highly politicized system of education and political usage of education can best be understood in the context of its social, economical, and political influences.

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Appendix A: Organizational Climate Description Questionnaire (OCDQ-RS) [in Turkish]

KURUM İKLİM TANIMLAMA ANKETİ

Açıklama: Asagidaki ifadeler gorev yaptiginiz okulla ilgilidir. Lütfen, her bir ifade için görev yaptığınız okulu en iyi açıklayan seçenegi daire içine alınız.

1-Çok nadiren dogru, 2-Bazen dogru, 3-Oldukça dogru
4-Oldukca sık dogru

1. Bu okulun ögretmenleri birbirlerini rahatsiz edici tavirlara sahipler.
1 2 3 4
2. Bu okulda ögretmenlerin bir çok kurullarda (komitelerde) toplanti yapma ve gorev alma zorunlulugu var.
1 2 3 4
3. Bu okulun ögretmenleri okul saati disinda ferdi sorunlari olan ögrencilere zaman ayirirlar.
1 2 3 4
4. Bu okulun ögretmenleri, bu okuldan gurur duyarlar.
1 2 3 4
5. Okul müdürümüz caliskanligiyla digerlerine ornek teskil eder.
1 2 3 4
6. Okul müdürümüz ögretmenleri takdir-tebrik eder.
1 2 3 4
7. Ögretmen-müdür toplantilarinda müdür hakimiyet kurar, baskındır.
1 2 3 4
8. Bu okulda rutin (alisilmis-gunluk) isler ögretim isini aksatır.
1 2 3 4
9. Bu okulun ögretmenleri toplantılar esnasında meslekdaslarının sözlerini keser.
1 2 3 4
10. Ögrencilerin okulun politikalari uzerinde etkisi vardır.
1 2 3 4
11. Okulumuzda ögretmen-ögrenci iliskileri candan ve arkadascadir.
1 2 3 4
12. Müdürümüz "eli sopali" bir sekilde okulu idare eder.
1 2 3 4
13. Müdürümüz ögretmenlerin her yaptığını gözler, izler.
1 2 3 4
14. Ögretmenlerin en yakın arkadasları, bu okulda görev yapan diger ögretmenlerdir.
1 2 3 4
15. Bu okulun idari yazısmaları sıkıntı vericidir.
1 2 3 4
16. Ögretmenlerimiz arasında yardımlasma ve birbirini destekleme vardır.
1 2 3 4
17. Ögrencilerimiz sorunlarini mantikli sebeplere dayandirarak çözerler.
1 2 3 4
18. Müdürümüz ögretmenlerin faaliyetlerini yakından kontrol eder.
1 2 3 4
19. Müdürümüz dedigi dedik bir otokrattir.
1 2 3 4

Appendix A (continued)

20. Ögretmenlerimizin morali yuksektir.
1 2 3 4
21. Ögretmeler birbirlerinin ailevi geçmislerini bilirler.
1 2 3 4
22. Bu okulda, ögretim harici gorevlendirmeler gereginden fazladir.
1 2 3 4
23. Müdürümüz ögretmenlerin yardımına kosar.
1 2 3 4
24. Müdürümüz elestirilerinin sebebini ögretmelere açiklar.
1 2 3 4
25. Okul saatleri disinda müdürümüz yardıma ihtiyaci olan ögretmenlere açıktır.
1 2 3 4
26. Ögretmenler birbirlerini evlerine oturmaya davet ederler.
1 2 3 4
27. Ögretmenler birbirleri ile olan sosyal iliskilerini düzenli olarak sürdürürler.
1 2 3 4
28. Ögretmenler bu okulda çalismaktan gerçeken hoslaniyorlar.
1 2 3 4
29. Müdürümüz gerçekten yapici elestirilerde bulunur.
1 2 3 4
30. Müdürümüz diger insanlarin-ogretmelerin refahi için cabalar.
1 2 3 4
31. Müdürümüz ögretmenleri yakindan denetler.
1 2 3 4
32. Müdürümüzün konusmasi dinlemesine oranla daha yüksektir.
1 2 3 4
33. Ögrencilerimizin birlikte çalismalari hususunda, gözetlemeye gerek duymadan güven duyariz.
1 2 3 4
34. Ögretmeler birbirlerinin kisisel yeterliliklerine saygi duyarlar.
1 2 3 4

Anketin sonu, yardimlariniz ve zamaniniz icin tesekkur ederiz.

Appendix B: Organizational Commitment Questionnaire (OCQ) [in Turkish]

OKULA ADAMA ANKETİ

Açıklama: Asagida kisilerin çalistiklari kuruma karsi duyduklari hisleri ifade eden cümleler bulunmaktadir. Asagidaki ifadelerle hemfikir olup olmadıgınızı çalismakta oldugunuz okulu göz önünde bulundurarak her cumleyi bir'den bes'e kadar olan seçeneklerden biriyle degerlendiriniz.

1-KESİNLİKLE HEMFİKİR DEGİLİM, 2-HEMFIKIR DEGILIM
3-FIKRIM YOK, 4- HEMFIKIRIM, 5-KESINLIKLE HEMFIKIRIM

1. Bu okulun basarili olmasi icin benden normal olarak beklenenden daha fazlasini ortaya koymaya istekliyim.
   1 2 3 4 5
2. Ben arkadaslarima bu okulda çalismanin benim için ne kadar buyuk anlam ifade ettiginden bahsediyorum.
   1 2 3 4 5
3. Bu okulda çalismaya devam edebilmek için sahsima verilebelicek her görevi üstlenmeye hazirim.
   1 2 3 4 5
4. Okulun ve benim degerlerim birbirine cok yakin.
   1 2 3 4 5
5. Bu okulun bir parçasi oldugumu baskalarina söylemekten gurur duyuyorum.
   1 2 3 4 5
6. Icimdeki en iyi performansi ortaya çıkarmakda bu okul beni çok heveslendiriyor.
   1 2 3 4 5
7. Bu okulda çalismaya basladigim donemde seceknekler arasindan bu okulu tercih ettigim icin çok memnunum.
   1 2 3 4 5
8. Bu okulun kaderi çok umurumdadir.
   1 2 3 4 5
9. Benim için bu okul çalisabilecegim okullar arasinda en iyisi.
   1 2 3 4 5

Anketin sonu tesekkur ederiz.